



DT POLICY

Our Mission

At St. Anne's we aim to be a caring Christian school, within the community where everyone is respected and valued. To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can be.

Our Vision

Our vision has the promise by Jesus of 'life in all its fullness at its heart. At St Anne's we believe:

- in our children and each other,
- we are uniquely created in the image of God,
- we were made to be awesome,
- that together we are family,
- we were created to live in community,
- in equipping the St Anne's family to be the best we can be,
- in our individual talents and abilities, and
- we can make a difference.

Our Values

At St Anne's CE Primary School, the following core values underpin all that we do. They are reflected in the daily life of the school and our relationships with other:

Respect, Thankfulness, Hope, Forgiveness, Love and Faithfulness.

'...let your light shine before others, that they may see your good deeds and glorify your father in heaven.' *Matthew 5:16*

'I thank you because I am awesomely made...' *Psalms 139:14*

'...I come that they may have life and have it to the full.' *John 10:10*

The Intent of the DT curriculum at St Anne's is:

- ❖ to promote a positive attitude towards technology and an awareness of its contribution to life, both within school and the world at large.
- ❖ to develop an ability to solve problems, reason, think logically, work systematically and accurately and to work independently and in cooperation with others.
- ❖ to develop an understanding of materials, their properties, manufacturing processes, cost, uses and constraints of design.
- ❖ to enable pupils to disassemble existing products, investigate, evaluate and assess them to use the knowledge gained to design their own product.
- ❖ to allow pupils to design their own product and put across their ideas through 2D diagrams, report and mock-ups.
- ❖ to give pupils opportunities to translate their designs into 3D products.
- ❖ to develop skills to produce quality products and to provide activities whereby pupils apply a finish to their product.
- ❖ to encourage pupils to test and evaluate their own products and modify if and when necessary.
- ❖ to promote pupils' ability to research their market.
- ❖ to aid pupils to use computers in their designs.
- ❖ to enable pupils to select tools to make their product and to learn to use them safely.

How we Implement the DT curriculum at St Anne's

Curriculum Planning

Teachers plan and teach through a creative themed approach using the national curriculum skills objectives as a starting point. Children will learn and master these skills during lessons through the theme of that class. Where necessary, DT skills / lessons will be taught in isolation to ensure coverage and progression within year groups.

Teaching and application of these skills will be done through direct teaching and practical activities where children work collaboratively or independently with a range of materials and tools.

Planning is the teacher's responsibility for their class and to be done in line with the weekly themed teaching plans and put onto the teachers drive server.

Foundation Stage

In the Foundation Stage design and technology will be planned for in adult led and child directed activities. A wide range of activities and materials to develop necessary DT skills will be readily available at all times to all children. Design technology is planned and assessed under the prime area of physical development and the specific areas of understanding the world and expressive arts and design.

Children will be taught by: -

- ❖ teacher demonstration and experience of using basic tools and equipment.
- ❖ exploring a variety of materials and their uses / capabilities.
- ❖ experimenting with a wide range of techniques for fixing, modelling, combining, folding and joining.
- ❖ utilising opportunities to build / disassemble using a range of construction equipment.
- ❖ providing opportunities for both independent and collaborative learning.

Key Stages 1 and 2

Design Technology will be planned and taught in line with the new national curriculum and the school's skills progression documents. This ensures progression and coverage of a wide range of skills through school. Children will engage in DT through the creative curriculum topics delivered in all classes.

The following areas will be covered at least twice between years 1 and 6: -

- ❖ textiles
- ❖ mechanisms
- ❖ construction
- ❖ food technology

Pupils should be given opportunities to develop their design and technology capabilities through: -

- ❖ assignments in which they design and make products.
- ❖ focused practical tasks in which they develop and practice particular skills and knowledge
- ❖ activities in which they disassemble and evaluate simple products
- ❖ the use of educational visits, videos and I.C.T where appropriate.

Within each class individual, group and class teaching takes place as appropriate to the specific task. The emphasis is on active involvement, first hand experience and practical projects.

Health and Safety

It is recognised that Technology can potentially be a dangerous subject and it is essential that there is adequate supervision and support whilst some tools / materials are being used. Potentially dangerous tools (e.g. knives and saws) are kept in a DT trolley in a store room at the back of the curriculum leader's classroom and are accessed by asking. Teachers are encouraged to ask the curriculum leader for help when using potentially dangerous equipment for the first time.

Special Educational Needs

The policy of the school is that all pupils are entitled to equality of access to the full range of educational experiences available. It is the responsibility of all teachers and support staff to ensure that pupils are taught and assessed appropriately according to their needs. In addition to the principles and practice described in this policy, the school undertakes the procedures recommended by the new DFE Special Educational Needs Code of practice to ensure that parents and pupils are fully involved in all decision-making and support programmes.

Equal Opportunities

All pupils will have access to the DT curriculum and treated equally, regardless of ability, gender, race/cultural background or any physical/sensory disability. It is the responsibility of staff to promote good practice in equal opportunities and ensure that, when identifying a special need, it is an educational one and not one of language or physical difficulty.

Gifted and Talented.

All teaching and learning situations will take account of the range of abilities and work will be differentiated accordingly. Any child identified as being gifted in design technology will be placed on the schools AGT register and challenged accordingly.

Resources

The design Technology resources are currently stored in a lockable cupboard in the store room at the back of the year 3 class room. Staff have some materials and equipment specific to their topics in their own classrooms. An outline of resources is available in the curriculum coordinators file and resources will be audited annually. For health and safety/hygiene reasons, cooking equipment must not be brought from home.

The subject coordinator is responsible for the maintenance and replacement of materials / resources. Funds will be available for this via the Art and Design Technology budget. **Professional Development**

In line with the job description, the subject manager will keep abreast of the new resources: -

- ❖ attend relevant courses.
- ❖ keep staff up to date with news and developments in the subject and disseminate information to staff.

How we Measure the Impact of the DT Curriculum at St Anne's

Assessment and recording

Teacher assessment is on-going and techniques should ensure that design processes and not just finished products or outcomes are assessed. Techniques include: -

- ❖ teacher observation of pupils
- ❖ teacher/pupil discussion
- ❖ pupil's drawings, notes, models, comments and written work.
- ❖ artefacts made by pupils
- ❖ pupil's on-going analysis of their achievements
- ❖ photographs of children engaging in designs processes and of finished products.

Staff communicate their assessment their assessment via written information regarding individual children's attainment in yearly reports. Attainment in the Foundation stage is recorded in the Early Years Foundation Stage Profile under physical development, knowledge and understanding of the world and expressive arts and design. Foundation Stage staff also write individual yearly reports indicating pupil's progress at the end of Nursery and Reception.

Information will be gathered from each class termly by the subject leader on numbers of children at above average, average and below average levels of attainment and this will be passed to the head teacher and available in the subject leader folder.

Monitoring/Evaluation

The subject leader will monitor the teaching and learning of Design Technology throughout the three phases of education in conjunction with the Headteacher. This will include discussion with all staff focussing on individual planning and offering guidance and support as necessary.

Monitoring the curriculum will occur through observing plans, children's work, photographs and classroom observation as appropriate.

Review

This policy was reviewed in October 2022 and will be reviewed again in September 2023.